Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Education and Psychology		
Course Code(s):	PC033G31CW	Part-time	2 Years
Course Title:	Certificate in Education Further Education and Lifelong Learning at City of Wolverhampton College		
Hierarchy of Awards:	Certificate in Education Further Education and Lifelong Learning		
Language of Study:	English		
Date of DAG approval:	14/Sep/2026		
Last Review:			
Course Specification valid from:			
Course Specification valid to:			

Academic Staff

Course Leader:	Louise Curry
Head of Department:	

Course Information

Location of Delivery:	City of Wolverhampton College
Category of Partnership:	Supported Delivery of University Provision
Teaching Institution:	City of Wolverhampton College
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

GCSE Grade C/4 or above; Functional Skills L2 in maths

GCSE Grade C/F or above: Functional Skills L2 English

Level 3 in Subject Specialism

Where applicants hold a level 3 qualification (required for Cert Ed) that does not demonstrate a subject-specific link to their teaching (with the exception of Maths, English and/ or ESOL teachers*) then in addition, applicants will need to provide a reference from one (or more) employer, and evidence of recent (within the last three years) relevant vocational/curriculum experience at Level 3 or equivalent in support of the application. Experience will be considered in specialisms where no Level 3 qualification exists. All applicants are reminded of the need to upskill in each of their subject/ vocational areas.

Applicants who have extensive relevant work experience may be considered in specialisms where no Level 3 qualifications have been gained.

You will be an in-service teacher employed within the Lifelong Learning Sector and able to provide evidence of at least 150 hours of teaching practice experience and 100 hours of professional practice hours over the duration of the award.

Distinctive Features of the Course:

The Certificate in Education in Further Education (FE) and Lifelong Learning programme is designed to consolidate and improve your teaching skills, extend your knowledge of current developments in teaching, learning and assessment practices, whilst underpinning your confidence to succeed in your studies with the University of Wolverhampton at undergraduate level. The programme is suitable for all unqualified teachers, trainers and assessors, whether new or experienced to enhance their career development in attaining a recognised post compulsory sector teaching qualification.

Our underlying ethos within the university FE team and partner provider colleagues is to value and promote your individual engagement, progression and success through recognition of your unique learning needs. The curriculum in Further Education and Lifelong Learning is relatable to your own subject specialism and inclusive of your individual contexts. The programme at levels 4/5 (Cert Ed) offers a holistic blend of theories that are translatable to professional practices through a range of assessment choices such as presentations, written assessments, reflective journals, Vivas, compiling portfolio evidence; all of which maximises your potential for career development opportunities specific to the Further Education and Lifelong Learning sector in its widest sense.

Qualifying as a Further Education and Lifelong Learning Teacher allows you to teach in areas such as: Further Education Institutions, Adult and Community Learning institutions (e.g. Local Council provision) Adult Training and Education in industry, offender learning and public sector services such as the NHS, the police, and social services. The University FE team are active researchers and authors, and working alongside us are our partner colleagues, contributing to evidence-based teaching, curriculum developments and innovations in response to local and national transformations in education.

You will not only benefit from the latest research and political drivers affecting your settings and subject specialisms, but we encourage you to advance your own interests through small scale research which could lead on to progression in further studies, such as a BA in FE & Lifelong Learning or a MA in

Education. The programme is taught as a two-year part-time route, either afternoon, evening, block day release or a combination of all, with the expectation that all applicants will have a minimum of 150 hours teaching and 100 hours of professional practice throughout.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2021/2	H	Part Time	£3050.00
2022/3	H	Part Time	£3050.00
2023/4	H	Part Time	£3050.00
2024/5	H	Part Time	£3050.00
2025/6	H	Part Time	£3145.00
2026/7	H	Part Time	£3258.00

PSRB:

None

Course Structure:

September (Part-time)

Module	Title	Credits	Period	Type
4PC016	Professional Development 1	30	YEAR	Core
4PC017	Subject Specific Studies	30	YEAR	Core

September (Part-time)

Module	Title	Credits	Period	Type
5PC022	Professional Development 2	30	YEAR	Core
5PC023	Curriculum Policy and Development	30	YEAR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Section 4.5.4 As the module will be pass /fail, capping a result does not apply.

Section 4.5.5 Exemption in accordance with the standards of the Professional Body. Students will not have a right to retake after failure of practice modules at the re-sit attempt

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

Skills England Occupational Standards

Education and Training Foundation

Department for Education

Ofsted ITE

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 Demonstrate knowledge of learning, teaching, and assessment theories relevant to further education and lifelong learning. (Knowing)	
CERTHE02 Identify key curriculum frameworks, policies, and standards that shape professional practice in the further education and lifelong learning sector. (Knowing)	
CERTHE03 Ability to reflect on personal values and professional identity as a developing teacher by engaging in self-reflection, feedback from peers, tutors and mentors. (Being)	
CERTHE04 Show awareness of a range of inclusive practices in planning and facilitating teaching for a diverse range of students within own specialist subject area. (Being)	
CERTHE05 Apply inclusive lesson planning techniques that link theory to practice developing effective teaching skills in organising and supporting learning for diverse students in line with the Occupational Standards. (Doing)	
CERTHE06 Use formative assessment methods to support student progress. (Doing)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

- On the Cert Ed at the University of Wolverhampton, you will be taught through a carefully structured programme that builds your confidence step by step. The course begins by establishing strong foundations in teaching, learning and assessment, positive behaviour and inclusive practice. As your confidence grows, you will move on to more complex areas such as curriculum design, critical pedagogy and practitioner research. This gradual progression ensures you feel secure in core concepts before applying them in more challenging and independent ways.
- Learning takes place through a blended approach that combines in-person sessions with high-quality online activities. Face-to-face workshops focus on discussion, collaborative problem-solving and practical teaching strategies, while online learning provides flexible access to readings, discussion forums and digital tasks. These elements are designed to complement one another, allowing you to revisit key ideas, learn at your own pace and engage in inclusive ways that suit different learning needs.
- You will be supported to develop the academic and digital skills required for success in Higher Education, and teaching in the Further Education and Lifelong Learning Sector. Structured guidance on academic writing, critical reading and referencing is embedded within modules, alongside opportunities to practise research and independent study skills. Digital platforms are used to facilitate group work, peer feedback and resource sharing, helping you build confidence in both collaboration and self-directed learning.
- Professional practice is central to the course. Your placement in a Further Education and Lifelong Learning setting runs alongside your academic study, enabling you to apply theory directly to real classroom situations. Reflective activities and tutor support help you connect what you learn at university with what you experience in practice.
- Digital fluency is also actively developed. You will explore how to use educational technologies, AI tools and data responsibly and ethically to enhance learning. This ensures you are not only confident with digital tools, but also critically aware of their impact within professional teaching contexts.

Assessment Methods/Assessments:

- On the Cert Ed, assessment is designed to support your learning and professional growth throughout the course. A balanced range of assessment types – including reflective writing, written assignments, presentations and observed teaching practice – allows you to demonstrate your progress in different ways. Deadlines are carefully planned across modules to ensure the workload

is manageable and aligned with your placement commitments.
- You will have regular opportunities to practise key skills before submitting final assessments. Formative tasks, draft submissions and in-class activities give you the chance to test your understanding and receive constructive feedback from tutors and peers. This feedback is designed to help you identify strengths, address areas for development and build confidence before completing summative work.
- Assessments are structured to develop and showcase higher-level intellectual skills. You will be encouraged to engage critically with research, policy and theory, applying evidence to real teaching contexts. Through reflective analysis of your placement experience and practitioner inquiry, you will strengthen your ability to question assumptions, solve problems and construct well-supported, evidence-based arguments. These are essential skills for effective and reflective educators.
- Inclusivity and accessibility are central to the assessment approach. Clear guidance, marking criteria and exemplars where appropriate are provided to help you understand expectations. A variety of formats ensures that different strengths and learning preferences are recognised, and support is available for students with specific learning needs. The course team works to ensure that assessment tasks are fair, transparent and achievable.
- You will also have opportunities to personalise aspects of your assessments, by selecting topics relevant to your subject specialism. Many tasks are closely aligned with real-world teaching practice, ensuring that your assessments not only measure academic achievement but also prepare you for the practical demands of a career in the Further Education and Lifelong Learning sector.

Further Information for Student:

The Certificate in Education Further Education and Lifelong Learning (CertEd FELL) at University of Wolverhampton is designed with adult learners in mind, recognising that many students are returning to study, new to study and balancing work alongside their course. From the start, you are supported to settle into university-level study through clear module structures, accessible learning materials, and guidance on academic expectations. Early modules introduce key teaching principles while also helping you develop confidence in academic writing, critical reflection, and using the University's Virtual Learning Environment, Canvas.

The course builds in academic support throughout your studies. You will have access to a personal tutor who can guide you with assignment planning, time management, and linking theory to your teaching practice. Learning activities are scaffolded, meaning that tasks gradually increase in complexity so you can build skills step by step. This is particularly helpful if you are coming from a vocational background or have been out of formal education for some time. Additional university-wide services, such as study skills and library support, are also available to help you strengthen research and academic writing skills. These pages show a range of videos and links to both academic support, wellbeing support and financial support.

Early assessments are designed to build your confidence. Formative tasks allow you to receive constructive feedback before completing major assignments. Feedback focuses on what you are doing well and how you can improve, helping you make clear progress throughout the course.

As the CertEd includes a strong work-based element, and you will usually be employed within the FE and Lifelong Learning sector while you are undertaking the course, you are supported in planning, delivering, and reflecting on your teaching practice. Observations, mentor support, and reflective activities help you connect theory to your classroom practice. Student feedback is regularly gathered through module evaluations and discussions, and this informs ongoing improvements to ensure the course remains relevant, supportive, and responsive to the needs of the beginning teacher.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, academic coaching for Level 3 and 4 students, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Currency:

- The Cert Ed course at the University of Wolverhampton is designed to ensure that what you learn is

current, relevant and responsive to the fast-changing Further Education and Lifelong Learning sector. Module content is reviewed regularly by course teams who draw on the latest educational research, policy updates and emerging theories in teaching and learning. Guest speaker and sector partnerships further ensure that contemporary issues – from curriculum reform to digital innovation – are embedded in your learning experience.
- Research is central to the course. You will critically engage with academic literature, professional reports and practitioner research to deepen your understanding of effective pedagogy. Staff, many of whom are active researchers, share insights from their own projects to connect theory with practice. Through reflective assignments and your own small-scale inquiry projects, you will develop the skills to question assumptions, evaluate evidence and apply research findings in your teaching context. This strengthens your confidence as a critical and reflective practitioner.
- The course also prepares you to address real-world challenges creatively and responsibly. Themes such as sustainability, enterprise and social justice are explored through practical teaching scenarios and professional discussions. You will consider how your subject specialism can promote inclusive practice, environmental awareness and positive social impact within Further Education and Lifelong Learning settings.
- Throughout the programme, the University's Graduate Attributes are embedded in the curriculum. You will grow as a Global Citizen by engaging with diverse perspectives; become knowledgeable through research-informed study; develop as a Professional through placements and reflective practice; and enhance your confidence as a Digitally Fluent educator by using technology to support learning.
- Collaboration is encouraged through peer learning, cross-subject dialogue and partnership with colleges and other lifelong learning settings. By fostering curiosity, adaptability and reflective practice, the course supports you to become a lifelong learner, ready to respond to future challenges in education and beyond

Personalisation Opportunities:

- You will find that the previous experiences you had as a student will have shaped you and the type of teacher you imagine yourself being. This course will invite you to examine those experiences to construct your own teacher identity. You will do this by writing critically reflective accounts and evaluating your teaching placement experience regularly. When you start the course, you are bringing your subject specialist knowledge and experience with you, and it is that which you will develop and apply to teaching your subject within the Further Education and Lifelong Learning sector.
- As the course is vocational, the teaching placement element is a central part of the qualification. You are supported through this process with both a teacher education tutor and a subject specific mentor who will have the same subject specialism as you.
- Inclusion and inclusive practices are key to the way the course is taught and in the way you will experience your teaching placement. All students have access to support from the student life team, and all students will be offered the option of creating an Individual Placement Plan that will ensure every opportunity for reasonable adjustments to be implemented in placement as they are in the classroom. In addition, you will have access to support services within your own setting as an employed member of staff.

Employability in the Curriculum/Employability and Professional Development:

- On the Cert Ed, your professional development is embedded throughout the course so that you graduate as a confident, employable Further Education & Lifelong Learning practitioner. A central feature of the programme is your placement in a college, adult education or other Lifelong Learning setting. This sustained, practice-based experience allows you to explore different teaching contexts, apply your learning in real classrooms and build the practical skills employers value.
- The course supports you in developing a strong professional teacher identity. Through reflective journals, professional development planning and observed teaching practice, you will build a portfolio of evidence that showcases your progress, subject expertise and pedagogical skills. This portfolio can be used to demonstrate your readiness for employment and your commitment to ongoing professional learning. Alongside this you will participate in a Viva at the end of the year where you will reflect on and draw together your experiences as you continue in the world of work.
- The Skills England Occupational Standards are woven into modules, learning activities and assessments. You will engage with these current teaching standards and sector requirements, ensuring that your practice aligns with what employers expect. Observations, feedback and target-

setting processes mirror real workplace systems, helping you become familiar with professional expectations.

- You will also have structured opportunities to reflect on your strengths and areas for development as tutors and mentors provide detailed feedback on your teaching and academic work. Peer collaboration further strengthens your confidence in networking and sharing good practice.
- Guidance from course tutors helps you make informed choices about focus areas and specialist interests within your assignments and placement experiences. This ensures your learning is aligned with your long-term career ambitions and supports you in becoming a reflective, adaptable and future-ready FE and Lifelong Learning professional.

